



Peel Hall Primary School

English Overview (Writing and Spoken Language)

Year 4					
Transcription		Composition		Vocabulary and Grammar	Punctuation
Spelling	Handwriting	Sentence Structure/Organisation	Editing and Redrafting		
<p>-use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>-To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>-To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>-To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p> <p>-spell further homophones</p> <p>- spell words that are often misspelt (English Appendix 1)</p> <p>-To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p>	<p>-To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency</p> <p>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>-discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-discuss and record ideas</p> <p>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>-To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader</p> <p>-To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>-To write a range of narratives that are well- structured and well-paced.</p> <p>-To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p>	<p>- assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>- proof-read for spelling and punctuation errors</p> <p>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>To proofread consistently and amend their own and others'</p>	<p>-develop their understanding of the concepts set out in English Appendix 2</p> <p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial</p> <p>-The grammatical difference between plural and possessive -s</p> <p>-Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>-extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although .</p> <p>- use the present perfect form of verbs in contrast to the past tense</p> <p>-choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -</p> <p>-using conjunctions, adverbs and prepositions to express time and cause</p> <p>- using fronted adverbials</p>	<p>-Use of inverted commas and other punctuation to indicate direct speech including a comma after the reporting clause and all end punctuation within the inverted commas. for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>-To consistently use apostrophes to mark single and plural possession [for example, the girl's name, the girls' names]</p> <p>-Use of commas after fronted adverbials</p>



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<p>-To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>-To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>-To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>-To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>-To use their spelling knowledge to use a dictionary more efficiently.</p> <p>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>			<p>writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>- learning the grammar for years 3 and 4 in English Appendix 2</p> <p>-use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (determiner pronoun, possessive pronoun adverbial)</p> <p>-To always maintain an accurate tense throughout a piece of writing.</p> <p>-To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>-To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>-To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable</p>	
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				spirit. -To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
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Spoken Language

<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge <ul style="list-style-type: none"> use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debate <ul style="list-style-type: none"> gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others <ul style="list-style-type: none"> select and use appropriate registers for effective communication.
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Genre Overview

Fiction	Non Fiction
Each half term the class will focus on a different narrative. Over the year, they will encounter narrative from a range of different genres.	